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**Implementation of National Education Policy Provisions: Physical Facilities and Personality Development**

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**Abstract**

The purpose of the study was to investigate the Implementation status of Early Childhood Care and Education Policy Provisions of National Education Policy 2017 in Public and Private Schools of District Karak. Population of the study consisted of all the Public and Private Schools who run Pre-Primary Classes. Sample consisted of 320 Schools (200 Public Primary Schools and 120 Private Schools). The data was collected through close ended questionnaire which was prepared based on Policy Provisions for Early Childhood Care and Education as given in Chapter 4, para 6.3 in National Education Policy 2017. The questionnaire was responded on five-point Likert Scale i.e., Strongly Disagree (SD), Disagree (D), Undecided (UN), Agree (A), Strongly Agree (SA). The questionnaire was divided into two parameters: namely, "Access to Pre-Primary Education", and "Personality Development of Pre-Primary Children". Since responses were obtained in three categories only i.e., Disagree, Undecided, Agree, therefore it was analyzed on basis of Chi-square ( $\chi^2$ ). Major recommendations of the study are (1) a system may be devised whereby the tuition fee of the children of deserving parents may be paid by the Government directly to Private Schools; (2) Quarterly Parents Teacher Meeting may be made compulsory for all the Public Schools, so that the Parents are motivated to visit the schools periodically.

**Keywords:** Early Childhood Care & Education, Policy Provisions, National Educational Policy, Pre-Primary Education, Personality Development, Karak

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## 1. Introduction

Early years of life have pivotal role on the development of children in later life. These developments include physical growth and mental potential. Scholars feel that special emphasis be laid down on the need of particular care to children. Efforts be made to create conducive environment for the children during early years of life, which may include provision of health facilities, quality food, education, and love. Different names have been given to indicate care for the children. These may be named as; Early Childhood Care and Development, Early Childhood Care and Education (ECCE), and Early Childhood Development. (National Education Policy, 2017).

These terms and concepts have special emphasis on advocating holistic approach to the development of pre-school child. ECCE plays central role in these approaches. The introduction of these approaches require coordination, between different ministries, a common procedure and joint action plans. Most of the developed countries generally adopt coordinated approach for the development of their children. Whereas developing countries are not able to promote ECE because they lack financial resources and proper awareness. (National Education Policy, 2017).

No doubt that ECE has the main focus on facilitating development process for the students. It lays foundations of learning for students, which helps them to facilitate development of physical skills and mental potentials during the early days of life. The ECCE programs mainly focusses on two areas. It educates the families, parents and society as a whole to have awareness regarding the importance of pre-primary education and have the knowledge about the needs of students at this age. ECCE also provides knowledge and understanding to the teachers with regard to the educational methodologies and activities of ECE children. Information regarding instructional strategies, play way methods are imparted to teachers. Students are also instructed with basic academic concepts like alphabets, numbers etc. (Kouser, et.al, 2020).

There is no doubt that ECE plays important role in the development of cognitive, social, and

communication skills of the children. ECE develops thinking and reasoning skills in the students. It also reduces drop-out rate. Great responsibility lies on the shoulders of teachers. They have to work day and night for raising the quality of education for all level of children's education particularly at Early Childhood Education level. Pakistan has taken great steps for carrying out research studies in the areas of early childhood education. The important goal of National Education Policy- 2017 was to provide free education to the children. Moreover it should be compulsory for the children of pre-primary classes who are in the age of 4-5 years. Another goal was to have equal access for all the children to ECE by the year 2030. To achieve this goal the policy chalked out certain policy provisions to be implemented in the schools. Since this is the fifth year of the publication of the policy, therefore a need was felt to carry out proper study for investigating the level to which these policy provisions have been implemented in the educational institutions. (Govt. of Pakistan, 2017).

The present study aims to investigate the implementation status of the Policy Provisions of Early Childhood Care and Education (ECCE) as outlined in Chapter 4, Paragraph 6.3 of the National Education Policy (NEP) 2017, within the context of District Karak. The study specifically focuses on assessing how effectively these policy provisions have been implemented across public and private schools, with particular attention to access and personality development aspects of pre-primary education.

The objectives of the study are threefold. First, it seeks to investigate the implementation status of ECCE policy provisions regarding the access of ECCE children to pre-primary education among public primary schools in District Karak. Second, the study analyzes the implementation of ECCE policy provisions concerning the personality development of pre-primary students in both public and private schools in the district. Third, it aims to compare the current implementation status of these ECCE policy provisions between public and private schools within the district.

To address these objectives, the study tests two null hypotheses. The first hypothesis (Ho1) posits that there is no significant difference in the implementation status of ECCE policy provisions related to access to pre-primary education between public and private schools in District Karak. The second hypothesis (Ho2) asserts that

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there is no significant difference in the implementation status of ECCE policy provisions concerning the personality development of pre-primary students between public and private schools in the district

### 2. Method.

#### 2.1 Research Design

A Qualitative research design was used to carry out the research.

#### 2.2 Sample

Population of the study included all the Public Primary Schools and Private Schools, conducting Pre-Primary Classes, of District Karak. There are 435 Public Primary Schools and 180 Private Schools in District Karak. There are three tehsils in District Karak, namely, Karak, Takht-e-Nasrati and Banda Daud Shah. Simple Random Sampling Technique was used for the selection of sample from each tehsil using proportionate allocation technique. The sample consisted of 320 Schools (200 Public Primary Schools and 120 Private Schools).

#### 2.3 Research Instrument and Data Collection

A close ended questionnaire was developed in the light of the Policy Provisions of NEP 2017 and administered to the sample. The questionnaire was prepared on the basis of Policy Provisions for Early Childhood Care and Education as given in Chapter 4, para 6.3 in National Education Policy 2017-2025. The questionnaire was required to be responded on five point Likert Scale i.e., Strongly Disagree (SD), Disagree (D), Undecided (UN), Agree (A), Strongly Agree (SA). It was divided into two parameters: namely, "Access to Pre-Primary Education", and "Personality Development of Pre-Primary Children". The response rate was 188 (94%) for Public Schools, and 110 (92%) for Private Schools.

#### 2.4 Data Interpretation

Ho1: There is no significant difference in the implementation status of ECCE Policy Provisions of NEP 2017 (Access of ECCE children to Pre-Primary Education) between Public and Private Schools of District Karak.

### 3. Results

The table shows the frequency of responses of Head Teachers regarding implementation status of ECCE Policy Provisions of NEP 2017 in the Parameter of,

"Access of ECCE children to Pre-Primary Education" in their schools. The table indicates that the p value (0.000) is less than 0.05 level of significance, so the null hypothesis 3 is rejected. Meaning thereby that one year pre-primary education is free in public schools not in private schools. Whereas the p value (0.952, 0.093, and 0.245) is greater than 0.05 level of significance, so the null hypotheses 1, 2, 4, and 5 are accepted. This means that the provisions of ECCE as integral part of school, Easy access to pre - primary education, One year preprimary education is compulsory, and "Katchi" Classes are recognized as ECCE classes are available in both Public and Private schools. For the difference between Public and Private schools on parameter 1, "Access of ECCE children to Pre-Primary Education" the p value (0.000) is less than 0.05 level of significance. So the null hypothesis is rejected. This means that this parameter of the Policy Provisions has been implemented in both the streams of the schools but Public schools have implemented it more as compared to Private schools.

There is no significant difference in the implementation status of ECCE Policy Provisions of NEP 2017 (Personality development of pre-primary children) between Public and Private Schools of District Karak. The table 2 shows the frequency of responses of Head Teachers regarding implementation status of ECCE Policy Provisions of NEP 2017 in the Parameter of, "Personality development of pre-primary children" in their schools. The table indicates that the p value (0.031, 0.000, 0.005) is less than 0.05 level of significance, so the null hypotheses 1, 3, 5, and 8 are rejected. Meaning thereby that there is more focus on Physical development, emotional development, and cognitive development of children in Public schools as compared to Private schools. Moreover the Parents have been mobilized more in Private schools as compared to public schools. Whereas the p value (0.080, 0.066, and 0.183) is greater than 0.05 level of significance, so the null hypotheses 2, 4, 6, and 7 are accepted. This means that the Policy Provisions of Social and Moral Development is ensured; Language Development is ensured; Child friendly environment is provided; and Teachers have been mobilized are equally available in both Public and Private schools. For the difference between Public and Private schools on

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**Table 1**  
*Access of ECCE children to Pre-Primary Education*

SN	Statement	Category (School)	N	Response of Head Teachers			df	$\chi^2$ p value
				DA	UD	A		
1	ECCE as integral part of school	Public	188	8 (4.3 %)	10 (5.3 %)	170 (90.4 %)	2	0.952
		Private	110	5 (4.5 %)	5 (4.5 %)	100 (90.9%)		
2	Easy access to pre - primary education	Public	188	10 (5.3 %)	8 (4.3 %)	170 (90.4 %)	2	0.093
		Private	110	10 (9.1 %)	10 (9.1 %)	90 (81.8 %)		
3	One year preprimary education is free	Public	188	0 (0.0 %)	0 (0.0 %)	188 (100 %)	1	0.000
		Private	110	110 (100. %)	0 (0.0 %)	0 (0.0 %)		
4	One year preprimary education is compulsory	Public	188	10 (5.3 %)	8 (4.3 %)	170 (90.4 %)	2	0.093
		Private	110	10 (9.1 %)	10 (9.1 %)	90 (81.8 %)		
5	“Katchi” Classes are recognized as ECCE classes	Public	188	20 (10.6 %)	21 (11.2 %)	147 (78.2 %)	2	0.245
		Private	110	19 (17.3 %)	10 (9.1 %)	81 (73.6 %)		
*6	Access of ECCE children to Pre-Primary Education	Public	188	10 (5.3 %)	9 (4.9 %)	169 (89.8%)	2	0.000
		Private	110	31 (28.2 %)	7 (6.4 %)	72 (65.4 %)		

$\alpha = 0.05$ . \* Difference on basis of Parameter

parameter 3, “Personality development of pre-primary children” the p value (0.187) is greater than 0.05 level of significance so the null hypothesis is accepted. This means that this parameter of the Policy Provisions has been equally implemented in both the streams of the schools.

#### 4. Discussions

The study aimed at investigating the Implementation status of Early Childhood Care and Education Policy Provisions of National Education Policy 2017 in Public and Private Schools of District Karak. Specific focus of the study was to investigate the implementation of different parameters of policy provisions like; “Access to Pre-Primary Education”, and “Personality Development of Pre-Primary Children”.

The data revealed that in Parameter I “Access to Pre-Primary Education”, “the elements of ECCE as integral part of school”, “Easy access to pre-primary

education”, “One year compulsory pre-primary education”, and “Recognition of “Katchi” Classes as ECCE classes” were available in both Public and Private schools. Whereas the element of “One year free pre-primary education” was available in Public schools but not in Private schools.

In Parameter II “Personality Development of Pre-Primary Children”, the elements of “Physical Development, Social and Moral Development, Emotional Development, Language Development, Cognitive Development”, “Child friendly environment”, and “Teachers have been mobilized” were available in both Public and Private Schools. However element of “Parents have been mobilized about importance of ECCE education” was available in Private Schools but not in Public schools. The above mentioned findings are quite line with the findings of Shahida Ismail (1999) who carried out ”

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**Table 2**  
*Personality development of pre-primary children*

SN	Statement	Category (School)	N	Response of Head Teachers			df	$\chi^2$ p value
				DA	UD	A		
1	Physical Development is ensured	Public	188	20 (10.6 %)	8 (4.3 %)	160 (85.1 %)	2	0.031
		Private	110	20 (18.2 %)	10 (9.1 %)	80 (72.7 %)		
2	Social and Moral Development is ensured	Public	188	15 (8.0 %)	8 (4.3 %)	165 (87.8 %)	2	0.080
		Private	110	14 (12.7 %)	10 (9.1 %)	86 (78.2 %)		
3	Emotional Development is ensured	Public	188	10 (5.3 %)	8 (4.3 %)	170 (90.4 %)	2	0.000
		Private	110	20 (18.2 %)	10 (9.1 %)	80 (72.7 %)		
4	Language Development is ensured	Public	188	20 (10.6 %)	8 (4.3 %)	160 (85.1 %)	2	0.066
		Private	110	18 (16.4 %)	10 (9.1 %)	82 (74.5 %)		
5	Cognitive Development is ensured	Public	188	15 (8.0 %)	8 (4.3 %)	165 (87.8 %)	2	0.005
		Private	110	20 (18.2 %)	10 (9.1 %)	80 (72.7 %)		
6	Child friendly environment is provided	Public	188	10 (5.3 %)	10 (5.3 %)	168 (89.4 %)	2	0.183
		Private	110	10 (9.1 %)	10 (9.1 %)	90 (81.8 %)		
7	Teachers have been mobilized	Public	188	10 (5.3 %)	10 (5.3 %)	168 (89.4 %)	2	0.183
		Private	110	10 (9.1 %)	10 (9.1 %)	90 (81.8 %)		
8	Parents have been mobilized	Public	188	160 (85.1 %)	8 (4.3 %)	20 (10.6 %)	2	0.000
		Private	110	10 (9.1 %)	10 (9.1 %)	90 (81.8 %)		
* 9	Personality development of pre-primary children	Public	188	33 (17.6 %)	8 (4.2 %)	147 (78.2 %)	2	0.187
		Private	110	15 (13.6 %)	10 (9.0 %)	85 (77.4 %)		

$\alpha = 0.05$ . \* *Difference on basis of Parameter*

research in Pakistan on the topic, “An Evaluation study of Early Childhood Education in Pakistan. Purpose of the study was; to evaluate the preschool education in Pakistan against a set of predetermined parameters. The findings of this study revealed that certain areas like, provision of training to teachers regarding ECE; parents-teachers mutual cooperation for ECE; parents' and teachers' awareness regarding ECE needs special attention, which are quite in line with the findings of this study.

Muhammad Sarfraz (2015) conducted a study on the topic titled, “Evaluation of Teaching Practices of Teachers at Early Childhood Level in Public Schools of Pakistan”. The objectives of study were to: (a) find out qualification of teachers; find out impact of teacher's qualification on student's learning; (c) problems faced by teachers; (d) explore teaching practice. The study found low level of teaching competency in teachers, low level of knowledge in the relevant fields, lack of awareness of teachers about their curriculum, non-availability of AV

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Aids, non-availability of refresher courses for teachers. These findings are also similar to the findings of this study.

### Conclusion

Based on the analysis and interpretation of the data, the study draws several conclusions regarding the implementation of ECCE policy provisions, categorized into two primary parameters. These conclusions highlight the status of access to pre-primary education and the personality development of pre-primary children in both public and private schools.

#### Parameter I: Access to Pre-Primary Education

This parameter encompasses five elements, four of which were found to be present in both public and private schools. These include ECCE being an integral part of the school, easy access to pre-primary education, one year of compulsory pre-primary education, and the transition of "Katchi" classes to ECCE classes. However, the provision of one year of free pre-primary education was available only in public schools and was absent in private schools.

#### Parameter II: Personality Development of Pre-Primary Children

This parameter consists of eight elements, seven of which were implemented in both public and private schools. These include ensuring physical, social, moral, emotional, language, and cognitive development, providing a child-friendly environment, and mobilizing teachers for ECCE education. However, private schools uniquely implemented the mobilization of parents to understand the importance of ECCE education, a practice not observed in public schools.

**Parameter-Wise Conclusions** For the parameter "Access to Pre-Primary Education," while both public and private schools implemented the elements, public schools demonstrated a better level of implementation compared to private schools. Regarding the parameter "Personality Development of Pre-Primary Children," it was concluded that the implementation was equal in both public and private schools, with similar efforts observed across the elements.

### Recommendations

On the basis of interpretation of data and conclusions of the study, following recommendations are offered. The Policy Provisions of NEP 2017 have been divided

into four parameters. Therefore the recommendations are offered on the basis of parameters.

#### Parameter- I: Access to Pre-Primary Education

In this parameter all the elements are available in both Public and Private Schools except the element of "One year free pre-primary education for ECCE children". In Public schools education for all the children including ECCE children is free whereas the Private schools cannot afford free education. Most of the parents desire to admit their children in Private schools but cannot afford the fee of private schools. It is therefore recommended that a system may be devised whereby the tuition fee of the children of deserving parents may be paid by the Government directly to Private Schools.

#### Parameter- II: Personality Development of ECCE Children

Head Teachers of Public Schools have viewed that the parents, particularly the parents of ECCE children, rarely visit the schools to have information about the progress of their children. It is therefore recommended that quarterly Parents Teacher Meeting may be made compulsory for all the Public Schools, so that the Parents are motivated to visit the schools periodically.

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